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ABSTRACT

This guide is intended for use in a level 2 course in English as a second language that was developed as a component of a workplace literacy program for persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: ask grammatically correct questions in various tenses, give grammatically correct answers in various tenses, ask for and understand oral instructions, read and use various types of literature encountered in the workplace, communicate effectively with coworkers, and build a working English vocabulary for the workplace and beyond. Included in the guide are a course outline and 16 sections of materials on topics such as verb tenses, expression of agreement and disagreement, comparatives and superlatives, count and noncount nouns, phrasal verbs and object pronouns, work vocabulary, and comprehension of literature encountered in the workplace. Each section contains some or all of the following: objectives; lists of topics covered, suggested teaching and evaluation methods, and materials required; teacher tips; student handouts; word lists; and learning activities/exercises. (MN)

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ED 368 971

English as a Second Language 2

MERCER COUNTY COMMUNITY COLLEGE

TRENTON • NEW JERSEY

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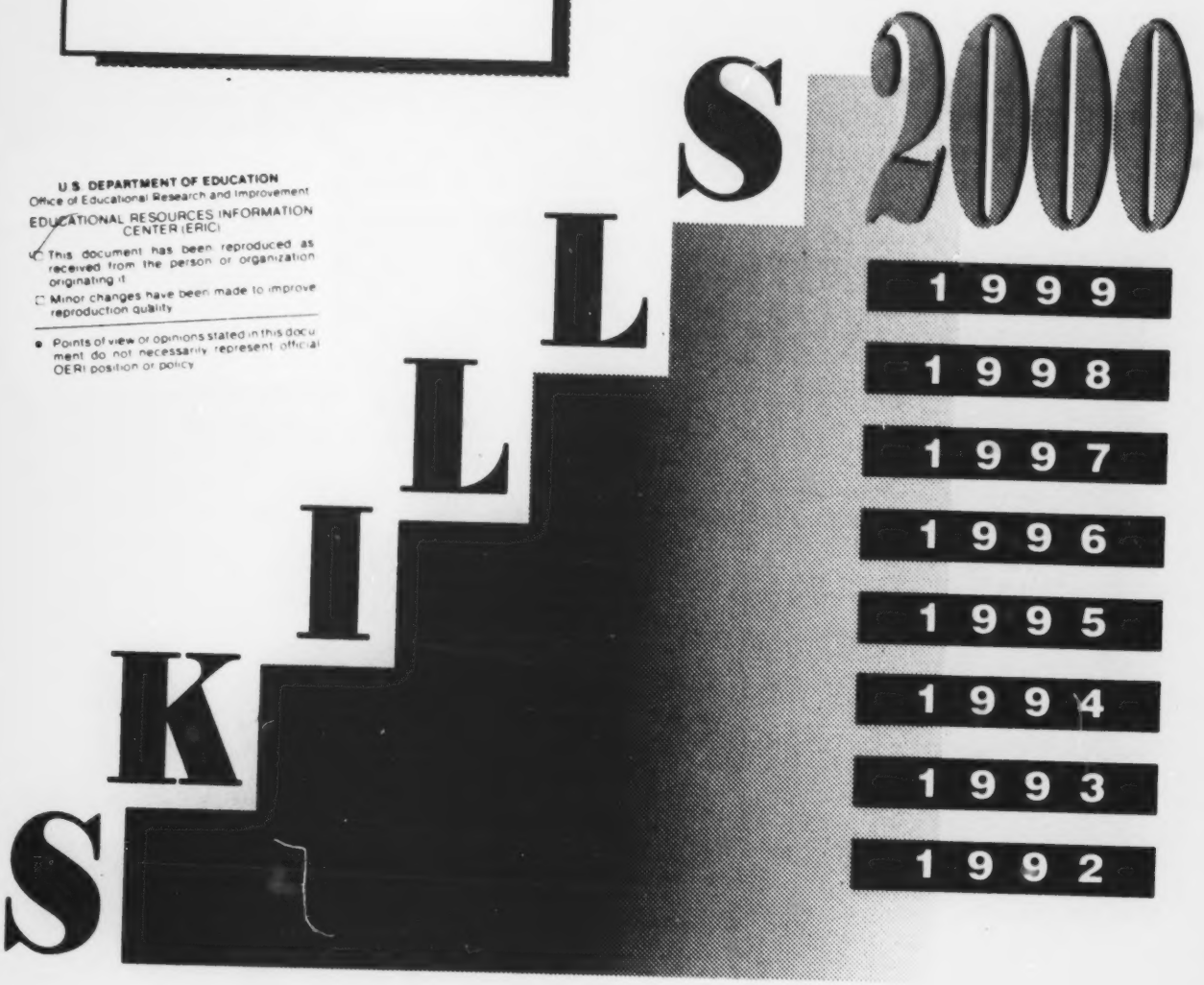

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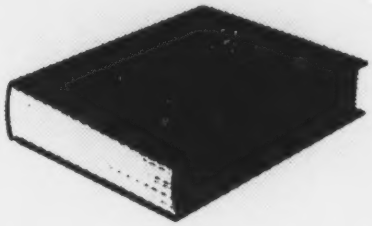
English as a Second Language
Level 2



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ESL2

COURSE OUTLINE:

Accent on English

Identifies English problems for non-native speakers. Encourages students to practice speaking, writing, listening, and reading skills using company literature such as procedures, lists, policies, and safety information. Provides strategies for students to improve pronunciation, sentence structure, verb tenses, American idioms, and work vocabulary.

OBJECTIVES:

Upon completion of this course, students will be able to:

- Ask grammatically correct questions in various tenses
- Give grammatically correct answers in various tenses
- Ask for and understand oral instructions
- Read and use the literature in the workplace
- Communicate effectively with co-workers
- Build a working English vocabulary for the workplace and beyond

ESL2

TOPICAL OUTLINE:

- Simple past tense
- Simple future tense
- Past progressive tense
- Expressing agreement and disagreement
- Comparatives and Superlatives
- Count and noncount nouns
- Phrasal verbs and object pronouns
- Role plays: asking to borrow tools and equipment, reporting incidents in the workplace, asking for information regarding an incident, asking for and giving directions, calling in sick/late, making a doctor's appointment
- Work vocabulary: tools, safety
- Work literature: company map, instructions, company policies as posted, team building materials

EVALUATION:

- students will be evaluated for written and spoken language skills with interviews and analysis of pre and post-tests
- improvement in learning techniques will be evaluated based on performance in class and on worksheets
- students will perform self-evaluations based on correct completion of worksheets

ESL2 ◆ SESSION 1

OBJECTIVES:

At the end of this session, students will be able to explain how long it will take to perform a task, and will express agreement or disagreement.

TOPICS:

- questions using "how long does it take you to?"
- long and short answers with "it takes me . . ."
- negative answers with "it doesn't take me . . ."
- Q & A role plays: so do I / neither do I
- Q & A role plays: so am I / neither am I

METHODS:

- role plays
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- express time it takes to perform a task
- express agreement or disagreement

Students will make fewer errors in using the time estimation structure, and will be able to express how long something will take them in the workplace.

MATERIALS:

- pre-class exercises

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QUESTION FORMAT WORKSHEET

?	*Helper*	*Subject*	*Verb*	*Miscellaneous*
When	*DO*	*YOU*	*COME*	*to work ?*

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REVIEW

Question words:

WHO	=	person (subject)
WHAT	=	thing (subject/object)
WHERE	=	place
WHEN	=	time
HOW	=	in what way
WHY	=	reason
HOW MANY	=	quantity
HOW OFTEN	=	frequency
WHAT KIND OF	=	type

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IT TAKES

We use the expression "it takes me" to show the duration of an action that we do. For example, if I go to Philadelphia at 8:00 and arrive at 9:00, then it takes me one hour to get to Philadelphia.

The "it takes" stays the same in the present tense, but the object after it changes:

it takes **me**	it takes **us**
it takes **you**	it takes **you**
it takes **him**	it takes **them**
it takes **her**	
it takes **it**	

The structure always stays the same:

It takes me ___*(time period)*___ **to do** something.

Examples:

It takes me *three hours* **to drive** to Lancaster, Pa.

It takes the supervisor *15 minutes* **to make** a new schedule.

It takes us *half an hour* **to finish** the lesson.

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QUESTION FORMAT

?	helper	it take	person	verb	misc.
How long	does	it take	you	to drive to work in the morning?	
How long	does	it take	her	to fix the unit?	
How long	does	it take	him	to make the schedule?	
How long	does	it take	them	to package the units?	

VARIATIONS:

- Sometimes we use this form without the personal pronoun to show that it is a general expression of time.

  How long does it take to go to NY by bus?
  It takes nearly 2 hours to go to NY by bus.

  How long does it take to cash a check?
  It takes 3 minutes to cash a check. But at my bank it takes **me** 10 minutes!

- Sometimes we use "SHOULD" to show the probable duration:

  It should take me only three minutes to use the MAC machine.

Practice: Have students practice Q and A technique using "How long does it take?" and "It takes..." and report on each other in the third person.

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IT TAKES

Use the correct form of "**It takes**" to answer these questions.

1. How long does it take you to drive to work?

2. How long does it take you to eat lunch?

3. How long does it take to make a complete unit?

4. Does it take 17 hours to fly to Poland?

5. How long does it take to fly to Poland?

6. How long does it take Carol to drive to our company?

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IT TAKES

7. How long does it take a package to reach California?

8. How long will it take us to finish this exercise?

9. How long should it take a unit to get to the end of the line?

10. How long should it take to test a unit?

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SO DO I ! !
IT TAKES

To show agreement , we must use the correct verb tense and helper, along with **SO** or **NEITHER.**

Statement	Agreement Positive	Agreement Negative
I like coffee.	So do I.	
I work at the company.	So does she.	
They like class.	So do we.	
I don't like warm beer.		Neither do I.
I don't live in Ohio.		Neither does he.
They don't eat sushi.		Neither do you.
I am tired.	So am I.	
He is rich.	So is Donald Trump.	
They are sick.	So are we.	
I am not Princess Diana.		Neither am I.
He is not rich.		Neither are we.
They are not ready.		Neither is he.
I will come to the company later.	So will I.	
He will work hard.	So will you.	
They will make rate.	So will we.	
You won't miss class.		Neither will I.
They won't go to the picnic.		Neither will she.
We won't be late.		Neither will they.
I should go home.	So should I.	
We should work hard.	So should they.	
He shouldn't smoke here.		Neither should you.
They shouldn't yell.		Neither should I.
I have to leave.	So do I.	
They have to work over.	So does she.	
He doesn't have to stay.		Neither do I.
We don't have to write.		Neither do you.

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ROLE PLAYS

1. Your co-worker is complaining about his / her job. Agree / disagree with him / her but give advice too -- what should he / she do?

2. Your supervisor is telling you what he thinks about work on the line. Agree with him.

3. Your boss thinks that you are not busy enough. Tell him what you have to do -- he agrees with you, that he has a lot to do too!

4. Your co-worker is having a really good lunch and is talking about food. Agree / disagree with him/her about the types of food.

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ESL2 ◆ SESSION 2

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use possessives correctly in work related situations

TOPICS:

- possessives

METHODS:

- Q & A practice
- dialogues

EVALUATION:

Students will be able to give information regarding possession and property (whose?) and will be able to discuss their stations.

MATERIALS:

- worksheets

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POSSESSIVES

POSSESSION means that something *belongs* to someone, or someone *owns* something.

For example, if the keys belong to Rob, then they are *Rob's keys*.

To show possession:

- **When using a noun or a name, add apostrophes ('s):**

  This is Carol's book.
  That is Peter's pencil.
  That is the student's chair.

- **Nouns or names ending in s – add only apostrophe (')**:

  They are Carlos' glasses.
  This is Luis' apron.
  It is not James' error.

- **Plural nouns - s for plural, then':**

  Those are the students' papers.
  They are the workers' helmets.
  Those are not the supervisors' schedules.

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POSSESSIVES

BE CAREFUL: you have to be clear when you use possessives (with apostrophes).

Look at the difference between these sentences:

- The supervisors' lounge is not clean today.
  How many supervisors are using this lounge?

- The supervisor's lounge is not clean today.
  How many supervisors are using this lounge?

- I put the teacher's book back in the teachers' lounge.
  (How many teachers own the book? the lounge?)

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POSSESSIVES

Write the correct possessive forms with **apostrophes** for these sentences.

Example: The coffee belongs to the teacher.
It is the **teacher's** coffee.

1. The glasses belong to Tom.

   They are _____ glasses.

2. The new car belongs to Karen.

   It is _____ car.

3. The air gun belongs to Luis.

   It is _____ air gun.

4. The aprons belong to the workers.

   They are _____ aprons.

5. The notebook belongs to the student.

   It is _____ notebook.

6. The notebooks belong to the students.

   They are _____ notebooks.

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POSSESSIVES

Possessive pronouns take the place of the name or the noun that owns the thing. For example, this is Susan's notebook, so it is *her notebook*. Pronouns must agree in number and in gender (if singular).

MY	**OUR**
YOUR	**YOUR**
HIS/HER	**THEIR**
ITS	

This is Steve's air gun.	It is **his** air gun.
They are Karen's keys.	They are **her** keys.
This is the company's desk.	It is **its** desk.
These pens are Karen and Steve's.	They are **their** pens.
This book is your book and my book.	It is **our** book.

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POSSESSIVES

Use the correct possessive for these sentences.

Example: That is not Gary's walkie-talkie.
That is not **his** walkie-talkie.

1. They are not Luis' glasses.

   They are not _____ glasses.

2. Are those Lorna's papers?

   Are those _____ papers?

3. That is Gary and Ron's office.

   That is _____ office.

4. This is A-Line's rate.

   This is _____ rate.

5. They are not my or your wires.

   They are not _____ wires.

6. Is that the supervisor's timecard?

   Is that _____ timecard?

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WHOSE?

WHOSE is the question word for possession.

The question format that relates to possession is a little unusual!

?	noun	verb	pronoun
WHOSE	book	is	that?
WHOSE	pen	is	this?
WHOSE	papers	are	these?
WHOSE	shoes	are	these?
WHOSE	keys	are	they?
WHOSE	idea	is	it?
WHOSE	apron	is	that?

Note:
IT/THIS/THAT = singular (one)
THEY/THESE/THOSE = plural (more than one)

Exercise: Have students go around the room and ask each other WHOSE questions and give possessive replies.

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WHOSE?

Make the question for these sentences using **WHOSE** and **this/these**. Make sure that the verb *agrees* with the subject.

Example: Look at the book.

Whose *book* **is this?**

1. Look at the notebook.

2. Look at the rivets.

3. Look at the apron.

4. Look at the pair of glasses.

5. Look at the safety shoes.

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POSSESSIVE PRONOUNS

Sometimes we use these pronouns to avoid repeating the thing that is owned. For example, we can say "It is my book" or "It is mine."

Note: there is no apostrophe with these pronouns!

MINE	**OURS**
YOURS	**YOURS**
HIS	**THEIRS**
HERS	
ITS	

This is my book.	It is **mine**.
That is their room.	It is **theirs**.
Those are his books.	They are **his**.
Those are not your notes.	They are not **yours**.
That is not our problem.	It's not **ours**.
Those are not her rivets.	Those aren't **hers**.
	Is this **yours**? No, it's not **mine**.

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POSSESSIVE PRONOUNS

Write the correct **possessive pronoun** to complete these sentences.

Example: They are my disks.
They are **mine**.

1. Those are not your clamps.

   Those are not _____.

2. These are their rivets.

   These are _____.

3. Where are my panels?

   Where are _____?

4. Who has her folders?

   Who has _____?

5. It is Ron's coffee cup.

   It is _____.

6. This is our room for now.

   It is _____.

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MY STATION

Give a description of what your work station is like.

- What is the size?
- Where is your station?
- Who is your supervisor?
- Where is your locker?
- Is the equipment yours?

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ESL2 ◆ SESSION 3

OBJECTIVES:

- use "going to" to express simple future
- use expressions for making doctor's appointment
- recognize and use correct terms for body parts

TOPICS:

- "going to"
- vocabulary for illness
- vocabulary for making doctor's appointment
- parts of the body

METHODS:

- role plays
- dialogues
- Q & A practice

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- convey future time information using "going to"
- call to make a doctor's appointment
- express what is wrong with them to the doctor

MATERIALS:

- worksheets
- tape recorders

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GOING TO

We use "to be going to" in order to show an action that will take place in the future.

Use the verb **TO BE** plus **GOING TO** plus another **verb** – only the verb TO BE changes!

- Tomorrow **I am going to work** overtime.
  Tomorrow ***I'm*** **going to work** overtime.

- Next week **you are going to come** to class.
  you're **going to come**

- Next month **she is going to visit** her parents.
  she's **going to visit**

- **They are going to ask** for a new computer, but they are not going to get it.
  They're **going to ask**

- **We are going to have** class in the working room next Thursday.
  We're **going to have**

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GOING TO

Negatives:

- **I am not going to work** overtime on Friday.
  ***I'm* not going to work**

- **You are not going to skip class.**
  ***You're* not going to skip**

- ***She's* not going to take** a plane.

- ***They're* not going to win** the lottery.

- ***We're* not going to drop** the units.

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GOING TO

Question Practice:

?	TO BE	SUBJECT	GOING TO	VERB
When	are	you	going to	eat lunch?
When	is	he	going to	work late?
Why	are	they	going to	leave early?
Who	is	X	going to	clean the mess?
What	are	we	going to	bring to class?

SHORT answers:

Are you going to work tomorrow?	Yes, I am. No, I am not.
Are they going to drink coffee?	Yes, they are. No, they aren't.
Is he going to drive home?	Yes, he is. No, he isn't.

Practice: Have students practice asking each other questions using "going to" and report back to each other. Encourage variation of long and short answers.

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GOING TO

1. What are you going to do this weekend?

2. How late are you going to work today?

3. When are you going to take your next vacation?

4. When is your company going to sign its next union contract?

5. What is the teacher going to wear tomorrow?

6. Are you going to go away for Christmas holiday this year?

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I FEEL AWFUL!

Vocabulary for expressing illness:

I have	a headache
	a backache
	a stomach ache
	an earache
	an upset stomach
	a cold
	a fever
	the flu
	allergies
	bloodshot eyes
	a broken leg / arm / wrist / finger
	a sprained ankle / wrist / finger
I feel	sick
	awful
	terrible
	achy
	feverish
	like throwing up
	like vomiting
	like fainting
	like sitting down
	better / worse

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I FEEL AWFUL!

What hurts?

My head hurts.
My stomach hurts.
My wrist hurts.
My knee hurts.
My back hurts.
My lower back hurts.
My fingers hurt.
My feet hurt.
My hands hurt.
My knees hurt.
My legs hurt.
My eyes hurt.

What are you taking?

I'm taking aspirin.
I'm taking Tylenol.
I'm taking Alkaseltzer.
I'm taking medication.
I'm taking cough syrup.
I'm not taking anything.

How often do you take your medication?

I take it once every three hours.
I take it twice a day.
I take it once at night and once in the morning.
I take it every 8 hours.

Do you need more medication?

I have a prescription but I have run out.
I need a refill.

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What's the matter?

Look at this BODY and fill in the body parts.

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TO THE DOCTOR

Role Plays: Illness

Pair off with a partner and create role plays for these situations. Practice using the body and illness vocabulary.

1. You have a really bad cold and you aren't going to come in to work tomorrow. Call your boss and let him know.

2. You have a very bad headache and you are going to call the doctor to make an appointment.

3. You are very sick, and you are going to call out sick for three days. Call your boss and tell him.

4. You think you have the flu but you come to work anyway. Your co-worker on the line sees that you are not well and gives you advice.

5. As you are walking down the stairs from class, you slip and fall. A co-worker rushes to help you. What's the matter? What hurts?

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ESL2 ◆ SESSION 4

OBJECTIVES:

At the end of this session, students will be able to:

- use correct count / noncount terms
- use proper names for tools

TOPICS:

- count/noncount terms
- tool vocabulary
- review of cardinal/ordinal numbers

METHODS:

- role plays
- dialogues
- Q & A

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- communicate with co-workers to share equipment

MATERIALS:

- tools (hammer, screwdriver, etc.)
- ask students to bring tools
- worksheets
- tape recorders

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CARDINAL AND ORDINAL NUMBERS

CARDINAL Number	*ORDINAL Number*	*ORDINAL word*
1	1st	first
2	2nd	
3		third
	4th	
5		fifth
6	6th	
		seventh
8	8th	
9		ninth
10		tenth
	11th	
12		twelfth
13	13th	
14		fourteenth
	15th	
16		sixteenth

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CARDINAL AND ORDINAL NUMBERS

CARDINAL Number	*ORDINAL Number*	*ORDINAL word*
17	17th	
20	20th	twentieth
21		twenty first
30	30th	
40		fortieth
43	43rd	
50		fiftieth
60	60th	
70		seventieth
80	80th	
90	90th	
100		hundredth
1000		thousandth
1,000,000		

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CARDINAL AND ORDINAL NUMBERS

Examples: I have 1 unit. (one)
This is my 1st unit. (first)

1. They drink _____ cups of coffee every morning.

   This is their _____ cup.

2. He has _____ children.

   His _____ child is a boy.

3. My birthday is _____. Don't tell anyone, but I am

   _____ years old. In other words, this is my _____

   birthday.

4. I have been at the company for _____ years, so this is my

   _____ year at the company.

5. Is Easter on the _____ Sunday in April? I'm not sure, but I think Easter

   is on _____.

6. Actually, Easter is on the _____ Sunday in April.

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COUNT AND NON COUNT NOUNS

COUNT	*NON COUNT*
money	dollars
time	minutes / hours / seconds / days
milk	glasses of milk
tea	cups of tea
pizza	pieces of pizza
cake	
work	
mail	
food	
fruit	
paper	
coffee	
information	

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QUANTITY WORDS

COUNT	*NON COUNT*
Many	Much
A lot of	A lot of
Some	Some
	Few
More	More
Less	Fewer
Any	Any
None	None

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COUNT AND NON COUNT NOUNS

Complete these sentences using either **MUCH** or **MANY**.

1. How _____ time do you have to study?

2. How _____ friends does he have?

3. How _____ pizza can he eat?

4. How _____ machines does she use?

5. How _____ equipment do you have?

6. How _____ pieces of equipment do you have?

7. How _____ times do you go to the movies?

8. How _____ money do you spend on a good dinner?

9. How _____ dollars does he have in his pocket?

10. How _____ English are you learning?

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COUNT AND NON COUNT NOUNS

Choose the correct count or non count word.

1. I bought _____ oranges today.
   (a few / a little)

2. How _____ rooms do you have in your house?
   (much / many?)

3. We have _____ books.
   (a number of / an amount of)

4. Do you have _____ money?
   (a number of / any)

5. She weighs _____ than I do.
   (fewer / less)

6. They eat _____ food than we do.
   (fewer / less)

7. They eat _____ pizzas than we do.
   (fewer / less)

8. The American car costs _____ money.
   (fewer / less)

9. How _____ luggage does he have?
   (much / many)

10. He has _____ luggage.
    (a little / a few)

11. She has _____ friends.
    (a few / little)

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TOOLS

Write the correct name for the tools in the spaces below the pictures.

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ESL2 ◆ SESSION 5

OBJECTIVES:

At the end of this session, students will be able to:

- use modals "can" and "may" correctly
- ask to borrow material

TOPICS:

- tool instructions
- can/may

METHODS:

- dialogues
- Q & A

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- communicate with co-workers to share equipment

MATERIALS:

- worksheets
- tape recorders

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CAN and MAY

CAN = ***ability***

MAY = ***permission***
chance

Very often we interchange these two when we ask permission:

Can I use your hammer?

May I use your hammer?

But note the difference here:

I **can** drive my car. = I am able to drive my car.

I **may** drive my car. = There is a possibility I will drive my car.

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CAN and MAY

QUESTIONS:

In the question form, MAY and CAN are helpers:

?	helper	subj.	verb	misc.
How many languages	can	you	speak?	
How many jobs	can	you	do	at your company?
When	can	you	come	to class?
When	can	you	take	vacation?
	Can	I	smoke	here?
	Can	you	speak	Italian?
Where	may	I	sit?	
	May	I	sit	down at this table?
	May	I	borrow	your pencil?
	May	I	go	to the restroom?

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CAN and MAY

Short Answers:

Can you speak French?

Positive	**Negative**
Yes, I can.	No, I can't. No, I cannot.

May I park here?

Positive	**Negative**
Yes, you may.	No, you may not.

Student Practice: Have students work on may/can using the QA practice.

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CAN and MAY

Use either CAN or MAY (or CAN'T/MAY NOT) to complete these sentences.

1. He _____ work late on Tuesday.

2. Excuse me, but _____ I borrow the airgun?

3. It _____ rain this afternoon.

4. I only have $10 and that _____ be enough for dinner.

5. Where _____ I put my safety glasses during class?

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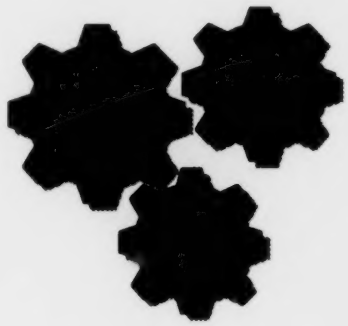
CAN I BORROW A TOOL?



#1

Andy: Excuse me. Can I borrow your wrench?
Bill: Sure. Here you are.
Andy: Thanks a lot.
Bill: No problem.

#2

Alex: Excuse me. Can I borrow your hammer?
Bob: I'm sorry. But I don't have one. Go ask Steve.
Alex: Okay. Thanks. Hey, Steve.
Steve: Yeh, what's up?
Alex: Can I borrow your hammer?
Steve: Sure. Here you go.
Alex: Thanks a million!
Steve: No sweat.

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CAN I BORROW A TOOL?

#3

Karen: Hey Dan. Can I borrow your screwdriver?
Dan: Sure. But when can you return it?
Karen: Well, do you need it right away?
Dan: No, but I'm going to need it in an hour or so.
Karen: Okay. Let me use it for a minute. I'll bring it back, okay?
Dan: Okay. Just be sure you bring it *right* back.
Karen: Yep. Will do.

#4

Paul: Hey Kathy. Give me your push-pull rod.
Kathy: What do you mean?
Paul: I said give me your push-pull rod.
Kathy: I'm sorry. I'm using it.
Paul: Don't get snappy with me! I only asked to use it.
Kathy: No you didn't! You told me to give it to you.
Paul: Same thing. Gosh, women!

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ESL2 ◆ SESSION 6

OBJECTIVES:

At the end of this session, students will be able to:

- use modals "can" and "may" correctly
- ask to borrow material
- use correct count / noncount terms: any/no

TOPICS:

- review of can/may
- any/no

METHODS:

- dialogues
- Q & A

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- communicate with co-workers to share equipment

MATERIALS:

- tools (hammer, screwdriver, etc.)
- ask students to bring tools
- worksheets
- tape recorders

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ANY and NO

ANY and NO are used to show quantity.

ANY	=	used in a *question* and in a *negative verb statement*
NO	=	used in a *positive verb statement*

Question: Do you have **ANY** money?
Answer: No, I **don't** have **ANY** money.
No, I **have NO** money.
Mistake: No, I **don't** have **no** money.
(double negative)

Question: Does she eat **ANY** lunch?
Answer: No, she **doesn't** eat **ANY** lunch.
No, she **eats NO** lunch.
Mistake: No, she **don't** eat **no** lunch.
(double negative)

NOTE: **SOME** can be used for both question and answer:

Do you have **some** money?
Yes, I have **some** money.
(But "I don't have some" sounds odd)

However, "some" and "any" are not interchangeable:

Would you like some beer? (quantity)
Would you like any beer? (type? quantity?)

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ANY, SOME, and NO

Use the words *any, some,* or *no* to complete these sentences.

1. Do you have _____ money?

2. Yes, I have _____ money.

3. Does she have _____ time to eat lunch?

4. No, she doesn't have _____ time to eat lunch.

5. Do you put _____ screws in the units?

6. Yes, I put _____ screws in the units, but I didn't put _____ screws in the boxes.

7. Because he is so mean, he has _____ friends.

8. Is there _____ paper for class?

9. No, there isn't _____ paper for class, but there are _____ pencils for class.

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ROLE PLAYS

Team up with a partner and make dialogues for these situations.

1. You need some screws to finish up your unit. Ask your co-worker if you can borrow some screws.

2. You forgot your wallet and it's lunchtime. Ask your supervisor for lunch money.

3. You need paper for your notebook. Ask the instructor for paper.

4. You need a new pair of safety glasses. Ask your manager.

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ESL2 ◆ SESSION 7

OBJECTIVES:

At the end of this session, students will be able to:

- use "will" to express the simple future
- call out sick/late

TOPICS:

- "will"
- role plays of calling in sick/late

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- convey future time information
- call out when appropriate

MATERIALS:

- tape recorders
- worksheets

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WILL and WON'T

WILL expresses the future tense. Here are some time words that show the idea of the future:

tomorrow
next week
next month
next year
later
after . . .
then

Tomorrow I will work hard.
Next week he will take vacation.
Next month it will be cold.
Next year I will visit my in-laws in Italy.
They will return the tools later.
After lunch we will have a meeting.
Then we will discuss the line problems.

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WILL and WON'T

QUESTIONS:

In the question form, WILL and WON'T are helpers:

?	**helper**	**subj.**	**verb**	**misc.**
When	will	you	leave	today?
How many jobs	will	you	finish	later?
When	will	you	come	to class?
When	will	she	take	vacation?
When	won't	she	take	vacation?
Why	won't	they	stop	talking?
	Will	I	see	you later?
	Will	we	speak	Italian?
Who	will	X	work	overtime?
Who	won't	X	work	overtime?

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WILL and WON'T

Short Answers:

Will you come to class tomorrow?

Positive	**Negative**
Yes, I will.	No, I will not.
	No, I won't.

Will it rain this weekend?

Positive	**Negative**
Yes, it will.	No, it will not.
	No, it won't.

CONTRACTIONS:

I will	=	I'll	we will	=	we'll
you will	=	you'll			
he will	=	he'll			
she will	=	she'll			
it will	=	it'll	they will	=	they'll

Student practice: Have students ask each other questions and respond using WILL and WON'T.

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WILL and WON'T

#1

Pat: Will you be in work tomorrow?
Alex: Yes, I will.
Pat: Will you be working first shift?
Alex: Yes, I will. Why do you ask?
Pat: Well, I need a ride to work. My car is in the shop and it won't be out until Friday.
Alex: Okay. I'll give you a ride. What time will you be ready to come to work?
Pat: I'll be ready at 8:00.
Alex: Okay. I'll pick you up at your house at 8:00.
Pat: Treat. I'll be ready. I really appreciate it.
Alex: No problem.

#2

Tim: Will you be in tomorrow?
Steve: No, I won't. I have to go to jury duty.
Tim: You're kidding! Will you go to a big, bloody murder trial? Or maybe a mysterious kidnapping trial?
Steve: I don't think so.
Tim: What about a huge robbery trial, with guns and lots of money?
Steve: No. I doubt it. I think it will be a small case.
Tim: That's too bad! I hope you can bring back some good stories.
Steve: Well, we'll see. I'll find out tomorrow morning what kind of trial it is.
Tim: Sounds interesting. Will you tell me all about it on Thursday?
Steve: I won't be here on Thursday either.
Tim: Really? When will you be back?
Steve: I don't know. I 'll have to wait and see about the trial.
Tim: Well, good luck!

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ROLE PLAYS

Break into pairs and come up with dialogues for the following situations. Use the previous worksheets on body/illness vocabulary if necessary.

1. You are sick and will not be in work tomorrow. Call in sick.

2. Your car breaks down on the way to work and you will be late. Call in late.

3. Your child is sick and you have to take him/her to the doctor. Call in to you boss and explain why you will be late.

4. You lost the video that you rented. Explain to the clerk what you will do.

5. On the line, your co-worker is planning to take vacation. Ask where he/she will go, how long, etc.

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ESL2 ◆ SESSION 8

OBJECTIVES:

At the end of this session, students will be able to:

- recognize and use regular comparative

TOPICS:

- review of "will"
- comparatives

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- compare and contrast

MATERIALS:

- tape recorders
- worksheets

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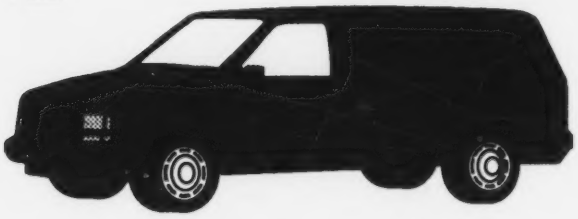
COMPARATIVES

Comparing two things:

van



car

The van costs $27,000. The car costs $20,000.
The van is **more expensive than** the car.
The car is **less expensive than** the van.
(For long words to describe, use ***more/less***)

The van is 10 feet long. The car is 6 feet long.
The van is **long*er* than** the car.
the car is **short*er* than** the van.
(For short words to describe, add ***er***)

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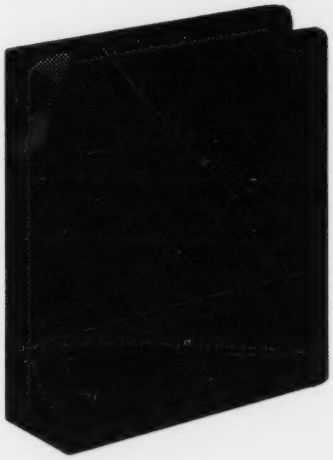
COMPARATIVES

Write comparatives for these pictures.

English notebook



Blueprint notebook

1. _____

2. _____

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COMPARISON and CONTRAST

When we use a small word, we add ER; if we use a big word, we use more/less. Which would you use for these?

1. expensive

2. tall

3. old

4. effective

5. long

6. capable

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COMPARISON and CONTRAST

Karen Smith
25 years old
5 ft. 5 inches
120 pounds

Susan Poponoupolous
30 years old
5 ft. 7 inches
140 pounds

Compare and contrast these two women.

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COMPARISON and CONTRAST

Spelling rules

- Double the final letter before adding ER if there is not an E at the end and if the ending is **vowel then consonant**:

big	bigger

- Do not double the final letter if there is an **E** -- instead, just add the R:

nice	nic**er**

- If the word ends in Y, change it to I and add ER:

pretty	pretti**er**
ugly	uglier
happy	happier

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COMPARISON and CONTRAST

Using the ER addition, spell out the comparative words.

1. tall _____
2. short _____
3. fat _____
4. easy _____
5. wise _____
6. busy _____
7. late _____
8. early _____
9. rich _____
10. rude _____

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COMPARING WORLDS

Pair off with another student and do one of the following comparisons/contrasts:

1. your 2 different jobs

2. your two different countries

3. your 2 different cars

4. your 2 different bosses

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ESL2 ◆ SESSION 9

OBJECTIVES:

At the end of this session, students will be able to:

- use comparatives and superlatives

TOPICS:

- comparing and contrasting two and more items
- spelling rules for EST
- irregular comparative and superlative forms

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- compare and express their comparisons using the correct comparative/superlative

MATERIALS:

- tape recorders
- worksheets

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SUPERLATIVES

When we compare two things, we use comparatives:
Our company is older than Carrier.
NY is bigger than Trenton.
A Porsche is more expensive than a Ford.

When we compare more than two things and we put one at the top (or bottom), we use **superlatives**:

- If the word is small, use **THE and add EST:**

NY is bigger than Trenton. NY is bigger than Paris.
NY is **the biggest** city in the world.

Our company is older than Carrier. Our company is older than American Standard.
Our company is **the oldest** company.

- If the word is big, use THE MOST and the word:

A Porsche is more expensive than a Ford and a BMW.
A Porsche is **the most expensive** car.

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BIGGER AND THE BIGGEST

When we use a small word, we add EST; if we use a big word, we use the most / the least. Which would you use for these?

1. expensive

2. tall

3. old

4. effective

5. long

6. capable

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SUPERLATIVES

Spelling rules

- Double the final letter before adding EST if there is not an E at the end and if the ending is **vowel then consonant**:

big	bigger	**the biggest**

- Do not double the final letter if there is an **E** -- instead, just add the ST:

nice	nicer	**the nice*st***

- If the word ends in Y, change it to I and add ER:

pretty	prettier	**the prettiest**
ugly	uglier	**the ugliest**
happy	happier	**the happiest**

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COMPARISON and CONTRAST

Using the EST addition, spell out the comparative words.

1. tall _____
2. short _____
3. fat _____
4. easy _____
5. wise _____
6. busy _____
7. late _____
8. early _____
9. rich _____
10. rude _____

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THE BEST AND THE WORST

Irregular forms of comparatives and superlatives:

description	comparative	superlative
good	better	the best
bad	worse	the worst
some	more	the most
some	less	the least

Which line makes the most units?
Does our company make the best heaters?
Who makes the best pizza?
Who makes the worst pizza?
Who makes better cars, America or Japan?

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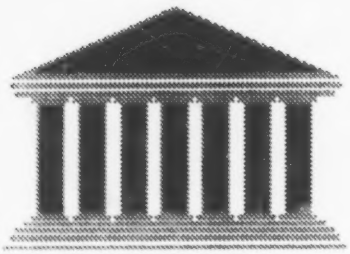
THE BIGGEST AND THE OLDEST

The Princeton Office

3500 boxes
built in 1978



The Trenton Post Office

5000 boxes
built in 1954

The D.C. Post Office Post

130,000 boxes
built in 1902

Compare and contrast these three post offices.

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ESL2 ◆ SESSION 10

OBJECTIVES:

At the end of this session, students will be able to:

- use modal "should" correctly
- use superlatives and comparatives
- compare information to give advice

TOPICS:

- modal "should"
- role plays with advice and superlatives/comparatives

METHODS:

- role plays
- dialogues
- Q & A

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- compare and express their comparisons using the correct
- comparatives and superlatives
- give advice using "should"

MATERIALS:

- tape recorders

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SHOULD

We use "should" to express duty or obligation, and also to give advice.

SHOULD + regular verb form (it never changes)

It is going to rain, so I **should** bring an umbrella.
They **should** call their boss if they are going to be late.
We **should** clean the classroom when we are finished.

Negatives:

Should not = shouldn't

We **shouldn't** throw our garbage on the floor.
I **shouldn't** come to work late.
He **shouldn't** forget to call his sister today.
You **shouldn't** park in a handicapped parking spot.

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SHOULD

Should is also used to show *likelihood*, or *probability*:

- It takes me two hours to drive to New York. If I leave at noon, then I **should** get to New York by 2:00.
- Paul is never late to work. It is nearly 9:15 now, and he **should** be here any minute.
- Nobody goes to Florida in August, so we **should** be able to find a hotel room once we get there.

We use **should** to ask for advice and give advice:

I have a really bad headache. What **should** I take?
You **should** take some aspirin.

This morning I feel very tired. What **should** I do?
You **should** drink more coffee!

My co-worker is driving me nuts with her gum chewing. What **should** I do?
You **should** talk to her about it.

There are no parking spaces left. Do you think I **should** park in the boss' reserved spot?
No, you **shouldn't** park there!

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SHOULD

Question format: In the question, **should** is the helper:

?	helper	subj.	verb	misc.
Where	should	I	park	my car?
When	should	he	come	to work?
How often	should	she	take	her medicine?
What	should	they	do	with their gloves?
Who	should	X	make	the schedule?
	Should	we	leave	early?

Short answers:

Should I close the door now?

Positive:
Yes, you should.

Negative:
No, you should not.
No, you shouldn't.

Should we take the teacher's pencils home?

Positive:
Yes, we should.

Negative:
No, we shouldn't.

Student practice: go around the room using Q and A and have students practice long and short replies.

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WHICH IS BETTER?

Sometimes we have to compare a few things and pick which one is best for us.

Look at these situations and give **advice.**

1. I am taking my friend out for lunch. I have $20, but we have only 30 minutes. My friend does not want to eat in the cafeteria, but she doesn't want just plain old pizzeria pizza. Where should we go for lunch? Why?

2. I want to buy a new car. I have $9,000 to spend. I don't want a big car, but I want an *American* car. In that case, what kind of car should I be looking at? Jaguars? Vans? Which is the **best** type of car for me?

3. I am interested in taking more MCCC classes. I want to take the blueprint reading class, but my math is not very good. I want to take the math class, but I am on second shift. Which is better? Taking the blueprint and working really hard, or coming in early for the math? What should I do?

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DIALOGUES

#1

Mark: Hey Pete. How long does it take to get to Philadelphia?
Pete: It takes about one hour. Why?
Mark: Well, I'm going to bring my son to the art museum this weekend. Should I drive or should we take the train?
Pete: It takes about 50 minutes to drive. The train takes over an hour. Then you have to walk to the art museum from the station, or take a taxi.
Mark: How long does it take to walk?
Pete: The museum is about 10 blocks from the station, so it should only take half an hour or so.
Mark: That sounds like a lot of time. And a taxi can be expensive. I think I should drive.
Pete: So do I.
Mark: Thanks for the information, and the advice.
Pete: Any time.

#2

Kathy: Say, Sharon. Do you have any aspirin?
Sharon: Sure. Here you are. Do you feel okay?
Kathy: No. I have a very bad headache. This is my 12th aspirin today!
Sharon: Your 12th aspirin!? You shouldn't take any more aspirin, Kathy. You'll get sick. Maybe you should go home.
Kathy: I can't go home. I have to finish this set of units first.
Sharon: Maybe you should sit down for a few minutes.
Kathy: No, I can't. I have to do this job standing up. I am nearly finished. I should finish soon.
Sharon: I don't know, Kathy. You shouldn't put your job before your health!
Kathy: I guess you're right. Let me take just two more aspirins and then I'll see if I feel better.

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DIALOGUES

#3

Kate: Are you going to see Pam today?

John: Yes, I am. Why do you ask?

Kate: Well, I'm going to take tomorrow afternoon off to go to my doctor. I need to tell her but she's not here. Can you tell her for me?

John: It's better if you tell her. She's going to come in at noon today, so you can tell her then.

Kate: But I'm not going to be here then. I have to go to the A-Line and work. I should be there all day.

John: Why don't you write a note and leave it for her?

Kate: Good idea. But I don't have a pen with me.

John: Neither do I. You should get organized!

Kate: Yeah, I know. I'm just not up to par today. Oh, here's a pen! I'm going to write that note and leave, okay?

John: Whatever. Just put that pen back when you're done!

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SHOULD I?

Role Plays: Asking for and giving advice.
Pair off with a partner and make dialogues for these situations.

1. You have lost your wallet and you have no money. What should you do? Ask a co-worker for advice and help.

2. There is a problem with your airgun. Ask your manager what you should do.

3. You just finished lunch and now you feel sick. Ask your friend what you should do or take.

4. Your boss tells you to straighten up the work area, but you don't know where to put the extra materials and supplies. Ask him/her for advice.

5. You are thinking about going skiing over Christmas holiday, but you have never skied before. Which is better - renting equipment or buying? Which is more expensive? Should you go to the Alps or to the Poconos?

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ESL2 ◆ SESSION 11

OBJECTIVES:

At the end of this session, students will be able to:

- use simple past regular form correctly
- report simple incident in the past
- recognize problem with sample report of instructions

TOPICS:

- questions with simple past
- long and short answers with simple past
- Q & A role plays with simple past
- role plays: "What happened?"

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- relay information using the past tense

MATERIALS:

- tape recorders
- sample paragraphs with incidents

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PAST TENSE - REGULAR FORMS

We use the past tense to talk about events that happened in the PAST and that are completely finished.

Time words:

yesterday
last night
last week
last month
last year
ago
since
for _____ (time)

To make the simple past tense for regular verbs, just ad **ED:**

talked
walked
called
worked

Yesterday I **talked** to Gary.
Last week I **worked** 6 days.
Last year I **earned** more than $15,000.

Negatives:
Yesterday I **didn't talk** to Lorna.
Last month I **didn't work** overtime.
Last year I **didn't earn** a million dollars.

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PAST TENSE SPELLING

A) To spell the regular past tense forms, just add ED to the base:

talk	talk**ED**
walk	walk**ED**
pick	pick**ED**

B) Add just D to verbs that already end in E:

decide	decide**D**
invite	invite**D**
bake	bake**D**

C) For short words that end in one vowel and one consonant, double the consonant and add ED.

stop	stop**PED**
shop	shop**PED**
grab	grab**BED**

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PAST TENSE SPELLING

D) For words that end in Y after a consonant, change Y to I and add ED.

try	tr**IED**
apply	appl**IED**
fry	fr**IED**

E) For words that end in vowel and Y, keep the Y and add ED

stay	stay**ED**
obey	obey**ED**

EXCEPTIONS: paid (not payed), said (not sayed)

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PAST TENSE SPELLING

Write the regular form for each word using the rules on the spelling handout.

1. need _____
2. hope _____
3. call _____
4. cry _____
5. drop _____
6. ship _____
7. manage _____
8. manufacture _____
9. locate _____
10. lie _____

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PAST TENSE SPELLING

11. seal _____

12. staple _____

13. present _____

14. invite _____

15. worry _____

16. label _____

17. stab _____

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PAST TENSE

Question Format: the helper for the past tense is **DID**.

?	helper	subj.	verb	misc.
Where	did	you	work	yesterday?
When	did	she	talk	to Gary?
Where	did	they	test	the units?
How many times	did	they	test	the units?
Why	did	he	call	his boss?
	Did	they	drop	the tools?
	Did	we	close	the door?

NOTE: With **WHO**, you don't need DID or a subject:

Who	X	X	called	Ron?
Who	X	X	moved	to NY?
Who	X	X	invited	them?

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PAST TENSE

Short answers:

Did you arrive at work on time?

Positive:	**Negative:**
Yes, I did.	No, I did not.
	No, I didn't.

Did she test all of the units?

Positive:	**Negative:**
Yes, she did.	No, she didn't.

Did they close the cafeteria?

Positive:	**Negative:**
Yes, the did.	No, they didn't.

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PAST TENSE - REGULAR FORMS

First, complete these sentences using the **simple past**. Then write the *question* to match the sentence.

Example: My supervisor _____ the machine.
(to move)

Question: WHAT **did** your supervisor move?

1. Yesterday we _____ to our supervisor.
(to talk)

2. Last week I _____ my sister.
(to visit)

3. Last night you _____ TV.
(to watch)

4. Yesterday they _____ for 10 hours.
(to work)

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PAST TENSE - REGULAR FORMS

5. Last month she _____ $2000.
(to earn)

6. He _____ not to park in the handicapped parking spot. (to decide)

7. Because he had no money, he _____ lunch.
(to buy)

8. Because they drove too fast, they _____ a speeding ticket. (to receive)

9. We _____ into the classroom at 1:00.
(to walk)

10. Last year I _____ in Pennsylvania.
(to live)

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PAST TENSE

You are going to *interview* each other!

Pair up with a partner. Write down 5 questions in the past tense that you can ask that person. Ask your questions and get the answers. Write the answers down. Then, write a paragraph about the other person using the information from the questions.

Questions:

1.

2.

3.

4.

5.

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ESL2 ◆ SESSION 12

OBJECTIVES:

At the end of this session, students will be able to:

- use simple past irregular forms correctly
- report incidents in the past

TOPICS:

- review: questions and answers with simple past
- irregular forms of past tense verbs
- role plays: "Did you see that?"

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- relay information using the past tense using both regular and irregular verbs

MATERIALS:

- tape recorders

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PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
be	was	been
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bit	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

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PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone

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PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
grow	grew	grown
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read

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PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
ride	rode	ridden
ring	rang	rung
run	run	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum

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PAST TENSE – COMMON IRREGULARS

BASE FORM	*PAST TENSE*	*PARTICIPLE*
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
write	wrote	written

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OTHER COMPARISONS

First, complete these sentences using the correct verb form.
Then, make *questions* to get these sentences as answers.

Example: Yesterday we _____ lunch at noon.
(to eat)

Question: When **DID** we **eat** lunch?

1. The unit _____ off the conveyor belt.
(to fall)

2. He _____ his timecard to his boss.
(to bring)

3. They _____ the new machines on the A-Line.
(to see)

4. She _____ the bad news about the weather.
(to hear)

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OTHER COMPARISONS

5. We _____ to Gary about the schedule.
(to speak)

6. I _____ to work at 8:00 a.m.
(to drive)

7. They _____ to class at 2:00.
(to come)

8. Because he had money, he _____ a new car.
(to buy)

9. The machine _____ after lunch.
(to break)

10. The students _____ their notebooks from the last class. (to keep)

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WHAT HAPPENED?

Very often we have to report incidents to other people -- in other words, we have to tell them about something that **happened** to us or around us.

Write a paragraph about something that happened to you this past week in work or at home. Use the list of irregular verbs to help you.

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ESL2 ◆ SESSION 13

OBJECTIVES:

At the end of this session, students will be able to:

- use simple past irregular forms correctly
- report incidents in the past
- use more/less/fewer

TOPICS:

- review: questions and answers with simple past
- irregular forms of past tense verbs
- more/less/fewer

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- relay information using the past tense using both regular and irregular verbs
- express quantities and comparative quantities correctly

MATERIALS:

- tape recorders

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COUNT AND NONCOUNT NOUNS

NOUNS are things. Sometimes we can count them, and sometimes we can't.
For example, we can count **CUPS** of water, but we cannot really count **WATER.**

Either Noncount or Plural	**Only Noncount**	**Only Plural**
a lot of	a little	a few
some	much	many
any	an amount of	a number of

When we compare, we have to be *careful!!*

more	**less**	**fewer**
most	**least**	**fewest**

Examples:

(water = noncount)
I drink a lot of water during the day. I drink **more** water than Steve.
Steve drinks **less** water than I do.
Paul drinks **the most** water!
Karen drinks **the least** water.

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COUNT AND NONCOUNT NOUNS

(cups of water = countable)
I drink **more** cups of water than Steve does.
Steve drinks **fewer** cups of water than I do.
Paul drinks **the most** cups of water.
Karen drinks **the fewest** cups of water.

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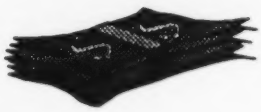
COMPARATIVES - MORE AND LESS

Part I

1.

Peter has $10.

George has $30.



Stan has $50.

Peter has _____ money than George.

George has _____ money than Peter.

Stan has _____ money.

Peter has _____ money.

Peter has _____ dollars than George.

George has _____ dollars than Peter.

Stan has _____ dollars.

Peter has _____ dollars.

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COMPARATIVES - MORE AND LESS

2. Carl eats 3 sandwiches. Paul eats 2 sandwiches. Lisa eats one sandwich.

Carl eats _____ food than Paul does.

Paul eats _____ food than Carl eats.

Lisa eats _____ food.

Carl eats _____ sandwiches than Paul.

Paul eats _____ sandwiches than Carl.

Carl eats _____ sandwiches.

Lisa eats _____ sandwiches.

3. The white box weighs 33 pounds. The black box weighs 62 pounds.

The white box weighs _____ than the black one.

The black one weighs _____ than the white one.

The black one weighs _____ pounds than the white one.

The white one weighs _____ pounds than the black one.

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COMPARATIVES - MORE AND LESS

Part II

1. Does the A line or the XL line have more workers?

2. Does the A line or the XL line make more units in a single day?

3. Do you have more time to watch TV on the weekends?

4. What about during the week?

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COMPARATIVES

Compare and contrast these numbers for the different lines.

	Insight I	Insight II	XL	A Line
Week 1	278	310	146	420
Week 2	299	300	122	422
Week 3	250	299	150	435

How did the lines do?

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DO YOU BELIEVE WHAT HAPPENED?

Glen was driving his car to visit a friend in Boston when his water hose burst. He heard a cracking sound, so he stopped his car on the side of the road. He saw water dripping from under the front of the car. He felt really stupid because he meant to take the car into the shop before he left on such a long trip, but he got so busy with his job and other things that he forgot. He stood on the side of the road for a long time.

"What should I do?" he thought to himself?

Just then, a van pulled off the road and parked in front of him. A young man got out of the driver's side, and a young woman got out of the passenger's side.

"Having trouble?" the young man asked Glen.

"Yeh, you could say that. My hose broke and my car is leaking water."

"Are you a member of AAA?" the woman asked.

"What's AAA?" asked Glen.

"Nevermind," she said. "If you don't know, then you aren't a member."

"Hop in and we'll give you a ride to the nearest station," the man said.

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DO YOU BELIEVE WHAT HAPPENED?

"I don't know," Glen replied. "I hate to leave my car here all alone. Besides, I don't know if I can trust you. You are strangers."

The man laughed and said, "You're right. We are strangers. How about this. We could drive to the nearest station and let them know that you are here. Then they could send a mechanic to help."

Glen's eyes lit up. "That would be great! Thanks a million!!"

The man and the woman drove off. Glen wondered if he should have gone with the couple, but he remembered that his parents told him never to take a ride from strangers. He hoped they would stop and get help for him.

About 20 minutes later, a man pulled up in a tow truck. He got out of the truck and walked towards Glen.

"You the fella with the broken hose?" he asked. "Some folks stopped at my station and said there was a young fella stranded."

"That's me," said Glen. "I guess I could have trusted them."

"I don't know about that," replied the other man.

"What do you mean?" asked Glen.

"Well, right after they told me you were here, they robbed my cash register and took all my money! I tried to drive after them, but they were too fast. "

"Gee," said Glen. "And I thought I was having a bad day!"

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ESL2 ◆ SESSION 14

OBJECTIVES:

At the end of this session, students will be able to:

- use past tense correctly
- report an incident at work
- express comparisons in a variety of ways

TOPICS:

- past tense
- time words
- expressing comparisons

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- relay information using past tense
- understand and use a variety of comparisons

MATERIALS:

- tape recorders
- tools and safety equipment

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WHAT HAPPENED?

Look at these directions. Then read what Larry did. What happened? Did Larry follow the directions? What didn't he do?

- **PACKING A UNIT:**

1. make box for unit
2. use glue gun to apply glue to bottom flaps
3. press flaps firmly until sealed
4. take label from unit envelope
5. put label on box
6. place box over unit
7. flip over
8. use glue gun to apply glue to bottom flaps
9. press flaps firmly
10. push unit down the line to the end of the belt

Larry's Job

First, Larry took an old box from a damaged unit. Then, he taped the top flaps of the box together. He put the box over the unit, and then he closed the top of the box. He used staples to seal the flaps. The flaps didn't close correctly, so he stuck a piece of tape over the edges. Next, he wrote **XL** on the box and he pushed it down the line.

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OTHER COMPARISONS

There are several ways to say the same idea in English; it depends on what you want to emphasize.

Our company is bigger than Carrier. (emphasizing our company)
Carrier is smaller than our company. (emphasizing Carrier)

Using negatives:
Our company is not as small as Carrier. (emphasizing our company)
Carrier is not as big as our company. (emphasizing Carrier)

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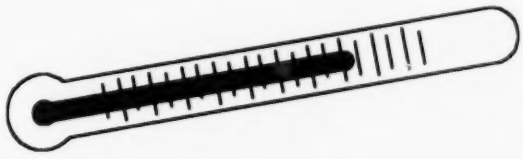
OTHER COMPARISONS

Use the information below and compare the days' temperatures.

This week's temperatures



Monday	70°
Tuesday	75°
Wednesday	75°
Thursday	74°
Friday	72°

Example:

Monday was **cooler than** Tuesday.
Tuesday was **warmer than** Monday.
Monday was **not as warm as** Tuesday.
Tuesday was **not as cool as** Monday.

Irregulars:

Wednesday was **better than** Friday.
Friday was **not as good as** Wednesday.

- **Remember: Comparing equal things:**

  Tuesday was ***as warm as*** Wednesday.

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OTHER COMPARISONS

How else can you write these comparisons?

- The A-Line makes more units than the XL line.

  1.

  2.

  3.

  4.

- Greg is taller than Steve.

  1.

  2.

  3.

  4.

- The teacher's car is older than Gary's car.

  1.

  2.

  3.

  4.

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OTHER COMPARISONS

- Flying to Poland is more expensive than flying to Puerto Rico.

  1.

  2.

  3.

  4.

- Burger King is better than the cafeteria.

  1.

  2.

  3.

  4.

- English is more difficult to learn than Spanish.

  1.

  2.

  3.

  4.

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ESL2 ◆ SESSION 15

OBJECTIVES:

At the end of this session, students will be able to:

- use present perfect tense correctly
- read a map

TOPICS:

- present perfect tense
- directional words

METHODS:

- role plays
- dialogues
- Q & A role plays.

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- relay information using present perfect
- understand the world map
- read and use a map

MATERIALS:

- tape recorders
- world map

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PRESENT PERFECT

Thomas' schedule:

Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
went to church	worked	worked	worked overtime	worked	worked	went to picnic
listened to music	watched TV	rented video	read	watched TV	went to movies	watched TV

Simple past: the week is over
On Sunday, Thomas went to church and listened to music.
On Monday, he worked and he watched TV.

But, let's say that it is Saturday evening and Thomas is thinking about THIS WEEK.
The week continues (it isn't over yet).

This week, Thomas **has worked** 5 days.

form of "to have" *past participle* (reg. form is verb plus ED)

This week, Thomas **has watched** TV a few times.
This week, Thomas **has rented** a video.

Negatives:
This week, Thomas **hasn't visited** his in-laws.
This week, Thomas **hasn't worked** overtime 3 days.

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PRESENT PERFECT

Question form: in this tense, have/has are helpers.

?	helper	subj.	verb	misc.
How often	have	you	talked	to Gary today?
How many times	has	the teacher	walked	downstairs today?
How often	has	it	rained	this week?
	Have	you	worked	8 hours today?
	Has	she	worked	overtime this month?
Who	has	X	worked	overtime this week?

Short answers:

Question: Have you talked to Gary today?

Positive:	**Negative**
Yes, I have.	No, I haven't.

Question: Has he visited his family this week?

Positive:	**Negative:**
Yes, he has.	No, he hasn't.

Student practice: using Q and A, have students practice this tense, both long and short answers.

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PRESENT PERFECT

1. How many days have you worked this week?

2. How many days have you worked overtime this week?

3. How many times have you watched TV this week?

4. How many times have you listened to the radio this week?

5. How many times have you called your friends this week?

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PRESENT PERFECT

Regular verbs: use have/has plus the past participle (vb. plus ED).

EXAMPLES:

He **has worked** three days this week.
You **have not completed** 500 units this week.
We **have always listened** to Gary.

1. They _____ to add a new model to the line.
   (decide)

2. You _____ in many classes.
   (participate)

3. It _____ two times this month.
   (snow)

4. Our company _____ any new employees this week.
   (to hire)

5. She _____ the machine to the corner.
   (move)

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PRESENT PERFECT

6. This week, the tester _____ more than 600 units. (test)

7. Of those 600 units, 589 _____, while 11 _____. (pass / fail)

8. The shift times _____ in a few months. (change)

9. We _____ the materials into our notebooks. (insert)

10. Our company _____ a new insurance company. (select)

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MAP READING

Directions:

NORTH	up
SOUTH	down
EAST	to the right
WEST	to the left

Other direction words:
next to, to the left, to the right, straight ahead, past, above, below

Using a *world map*, have students ask each other questions using ***EVER*** **plus the** ***present perfect*****:**

Have you ever traveled to Mexico?
No I haven't. Where is Mexico?
Mexico is south of the USA.
Oh, I see.

Have you ever visited Poland?
No, I haven't. Where is Poland?
Poland is east of Russia (etc.)

Have you ever visited D.C.?
Yes I have.
How many times have you visited D.C.?
I have visited there three times.

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MAPS

Look at this map of the company and answer these questions.

1. Where is the storage building?

2. Where are the storage tanks?

3. Where is the coil area?

4. Is the assembly area above or below the coil area on the map?

5. Where is the boiler house?

6. Where is the time clock?

7. Look at the map "key." What do the lines mean?

Note to instructor:
Use company specific diagrams

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ESL2 ◆ SESSION 16

OBJECTIVES:

At the end of this session, students will be able to:

- use a variety of verb tenses correctly

TOPICS:

- review: verb tenses
- time words

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- relay information in various tenses

MATERIALS:

- tape recorders
- worksheets
- post-class exercises

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PRESENT PERFECT

Irregular forms: have / has plus irregular participle
Fill in the correct verbs and then make questions for each.

Examples I have eaten lunch already.
Question: Have you eaten lunch yet?

She has written a lot of memos today.
Question: What has she written today?

We haven't taken the math class yet.
Question: Have you taken the math class yet?

1. So far today, he _____ two breaks.

   Question:

2. This week they _____ more than 300 units.

   Question:

3. She _____ her medication because she forgot.

   Question:

4. The managers _____ the new schedules on the board.

   Question:

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PRESENT PERFECT

5. I _____ that movie three times, but I never _____ the book.

   Question:

6. This week he _____ his lunch to work every day.

   Question:

7. We _____ class was at 12:00, not 11:45.

   Question:

8. She _____ her friend in the cafeteria.

   Question:

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TIME WORDS

Present	Present Prog.	Future	Past	Pres.Perf.
usually	right now	tomorrow	yesterday	so far
generally	at this time	next week	last week	this week
every day	today	next month	last month	this month
often		next year	last year	this year
typically		later	ago	today
sometimes		in two days		up to now
always		afterwards		

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VERB TENSE REVIEW

Complete these sentences with the correct verb tense. Watch out for time words as clues. Then, make questions for each of these sentences.

1. Yesterday, Dan _____ lunch at noon.

   Question:

2. Tomorrow we _____ class in the JIT room.

   Question:

3. Usually I _____ on the A-Line.

   Question:

4. So far this week, our company _____ 3,000 units.

   Question:

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VERB TENSE REVIEW

5. Last year our company _____ a picnic on Labor Day.

   Question:

6. Right now, the employees _____ a meeting.

   Question:

7. Next month we _____ a few days off.

   Question:

8. I _____ Stan for three years.

   Question:

9. Yesterday afternoon, the units _____ off the belt after the assembler _____ them too hard.

   Question:

10. I _____ French, but I _____ - English.

    Question:

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ESL2 ◆ PRE-CLASS EXERCISES

NAME: _____

Part I:

Fill in the correct verb tenses in these sentences using the verb that appears at the end of the sentence.

EXAMPLE: Paul always _____ his lunch.
(to bring)

1. Tom usually _____ the instructions first.
(to read)

2. Right now, Susan _____ the tester.
(to use)

3. Tomorrow, we _____ class in the JIT room.
(to have)

4. Yesterday, I _____ to my supervisor.
(to talk)

5. Karen _____ very hard this month.
(to work)

ESL2 ◆ PRE-CLASS EXERCISES

PART II:

Fill in the correct words in these sentences.

EXAMPLE: Tom is 33. Peter is 29. Tom is _____ than Peter.

Peter is _____ than Tom.

6. Sarah is 5 feet 4 inches tall. Leslie is 5 feet 7 inches tall.

   Sarah is _____ than Leslie.

   Leslie is _____ than Sarah.

7. The Honda costs $10,000. The BMW costs $25,000. The Horizon costs $7,000.

   The Honda costs _____ than the BMW.

   The BMW costs _____ the Horizon.

   The Horizon costs _____.

   The BMW costs _____.

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ESL2 ◆ PRE-CLASS EXERCISES

PART III:

Fill in the correct quantity word in the sentences below.

Examples: a) How _____ chairs do we need?

b) They have _____ time to study.

8. How _____ units does he have?

9. How _____ coffee does she drink?

10. They don't test _____ plugs at the station.

11. At the store, I will buy _____ fruit.

12. Because they are rich, they have _____ money.

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ESL2 ◆ PRE-CLASS EXERCISES

PART IV:

Read each sentence. Make up a question that the sentence answers.

EXAMPLE: He lived in Trenton.

Question: Where did he live?

13. She worked at the company.

    Question:

14. We will come to work at 8:00.

    Question:

15. They have eaten lunch today.

    Question:

16. He had a lot of work to do.

    Question:

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ESL2 ◆ PRE-CLASS EXERCISES

PART V: DICTATION

Listen to the teacher for the first reading. Then, as the teacher reads a second time, write down what she says. She will read the paragraph a third time -- make corrections then.

David has worked at the company for 7 years. He usually works on the A-Line, but last month he was moved to the B-line. He likes B-Line better because of the hours, and he has made a lot of new friends. David hopes he will stay on the B-Line for a while.

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ESL2 ◆ POST-CLASS EXERCISES

NAME: _____

Part I:

Fill in the correct verb tenses in these sentences using the verb that appears at the end of the sentence.

EXAMPLE: Paul always _____ his lunch.
(to bring)

1. Tom usually _____ the instructions first.
(to read)

2. Right now, Susan _____ the push-pull rod.
(to use)

3. Tomorrow, we _____ class in the JIT room.
(to have)

4. Yesterday, I _____ to my supervisor.
(to talk)

5. Karen _____ very hard this month.
(to work)

ESL2 ◆ POST-CLASS EXERCISES

PART II:

Fill in the correct words in these sentences.

EXAMPLE: Tom is 33. Peter is 29. Tom is _____ than Peter.

Peter is _____ than Tom.

6. Sarah is 5 feet 4 inches tall. Leslie is 5 feet 7 inches tall.

   Sarah is _____ than Leslie.

   Leslie is _____ than Sarah.

7. The Honda costs $10,000. The BMW costs $25,000. The Horizon costs $7,000.

   The Honda costs _____ than the BMW.

   The BMW costs _____ the Horizon.

   The Horizon costs _____.

   The BMW costs _____.

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ESL2 ◆ POST-CLASS EXERCISES

PART III:

Fill in the correct quantity word in the sentences below.

Examples: a) How _____ chairs do we need?

b) They have _____ time to study.

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9. How _____ coffee does she drink?

10. They don't test _____ plugs at the station.

11. At the store, I will buy _____ fruit.

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ESL2 ◆ POST-CLASS EXERCISES

PART IV:

Read each sentence. Make up a question that the sentence answers.

EXAMPLE: He lived in Trenton.

Question: Where did he live?

13. She worked at the company.

    Question:

14. We will come to work at 8:00.

    Question:

15. They will be late because of the weather.

    Question:

16. He had a lot of work to do.

    Question:

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ESL2 ◆ POST-CLASS EXERCISES

PART V: DICTATION

Listen to the teacher for the first reading. Then, as the teacher reads a second time, write down what she says. She will read the paragraph a third time -- make corrections then.

David worked at American Heating for 7 years before he came to the company. That was nearly 5 years ago. So, he has worked at the company for 5 years so far. He usually works on the B-Line, but last month he was moved to the insulation booth. He likes B-Line better than he likes the insulation booth because he prefers to do a variety of jobs. David hopes he will move back to the B-Line soon.

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